OUTSTANDING DISSERTATION AWARD RATING (updated 05/20)

NOMINEE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TOTAL SCORE \_\_\_\_\_\_\_ RANK \_\_\_\_\_\_\_\_\_\_\_ (relative to other nominees)

Requirements met: (Circle Ph.D. or Ed.D.) \_\_doctoral dissertation in (EC teacher education, ECE, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

Materials included: \_\_ dissertation \_\_ letter of nomination from an NAECTE member \_\_ letter from the chair of dissertation committee

(if committee chair is an NAECTE member, single letter sufficient)

Ratings defined: **Rate each item from 0-5** (5=exceptionally high quality; 4=very high quality; 3=good quality; 2=poor quality; 1=very weak.) Under each category list the items examined, make comments, and provide a score. (Note: See Page 2 for overall holistic descriptions to check against TOTAL POINTS.)

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| **CATEGORY** | **EVIDENCE: ITEMS EXAMINED/COMMENTS**  **Note: All ratings and comments will be kept confidential** | **Score (out of 5 points** |
| Excellence in meeting scholarly standards - Problem Statement |  |  |
| Excellence in meeting scholarly standards - Conceptual Framework |  |  |
| Excellence in meeting scholarly standards - Literature Review |  |  |
| Excellence in meeting scholarly standards - Methodology |  |  |
| Excellence in meeting scholarly standards - Results |  |  |
| Excellence in meeting scholarly standards - Discussion |  |  |
| Potential positive impact on or relevance to early childhood teacher education philosophy, policy, and/or practice |  |  |
| Overall quality |  |  |
| TOTAL SCORE |  |  |

Holistic Definitions extracted from an article by Dana Westcott in Journal of Early Childhood Teacher Education. These definitions are provided to assist you in reflecting on your overall scores and rankings of the material provided. The points refer to TOTAL POINTS.

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| A **"40"**: The dissertation and material provided is exciting (perhaps even inspiring) to examine. A "40" set of materials accurately conveys to the reader a clear understanding of the nominee's accomplishments and contributions to teacher education. Besides the strength in the vita and letter(s) of support, there is evidence that the dissertation was well planned and represents considerable reflection. |
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| A **"36-39"**: Not quite up to a "40" standard but close |
| A **"30-35"**: Satisfactory but lacks the creativity and evidence of accomplishment and reflection apparent in a 36-40. There is evidence that some effort  has been put into the dissertation. Evidence is strong but not as strong as a 36-40. |
| A **"26-29"**: Not quite up to 30-35 standard but better than a 25. |
| A **"25 or below"**: Limited vision and limited contributions are evident. Material may not be well organized and there is not a clear relationship among the items. There appears to be little effort put into the dissertation. |